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COURSE OF STUDY

FOR THE

ELEMENTARY PUBLIC SCHOOLS

OF

HAWAII.

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HONOLULU:  
PRINTED BY THE HAWAIIAN GAZETTE COMPANY,  
1899.

JAN 15 1901  
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## PRIMARY COURSE.

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### FIRST YEAR.

#### LANGUAGE—

Teach children to express in English what they perceive and what they do in the schoolroom, on the playground, on the way to school, and at home. Train the ear first, and then the vocal organs. Use slow pronunciation as needed to secure clear enunciation and correct pronunciation. Study the cat, and teach children to express in English all that they find out. For guidance in this work the teacher is referred to Johonnot's "Cats and Dogs," and Miss Page's "Heart Culture." Additional matter from experience of pupils and teacher and from other sources, such as "The Cat and the Sparrow" (Advanced First Reader, page 20). Use this matter for reading. Reading from the chart. Do not attempt to use all the reading matter on the chart this year. Study other animals after the manner of the study of the cat. Easy memory gems from "Hawaii's Young People" or other sources.

#### GEOGRAPHY—

1. Excursions and collections of museum specimens, including lava and lava stones, coral and coral rock, sea shells, black sand, white sand, etc., etc.
2. Compare stones found on ridges, on cliffs, in cuts, in the beds of streams, and in various situations on beaches and shores. Observe streams in times of freshets. Observe the



sea breaking upon the beach, and note the motion of stones, bits of coral, shells and sand. Where are smooth stones found? What makes them smooth? How does coral become "beach-worn?" How does the water make stones smooth?

3. Forms studied and modeled in clay or sand, or both. Hills, valleys, mountains, capes, bays, etc., studied in nature, and modeled. Outline of school grounds on moulding board. Structure of school grounds studied and the outline filled in with sand or clay. Plan of schoolroom on slates, blackboards and paper.

4. Boundaries of school grounds and other pieces of land, showing ownership. Boundaries of your district for purposes of government. Principal officers of your district, and duties of each.

5. Sunrise, sunset, directions, positions and position words.

6. Winds observed. Each day record direction of wind. Note rainy days by terms. Rainy and dry seasons.

7. Excursions to see a cane field, a rice field, a coffee plantation, a sugar mill, a rice mill, or a coffee mill at work. Observe industrial processes in progress. Collect samples of sugar, rice, coffee, cotton, etc. A few plants, such as beans, rice and cotton, planted and observed through to maturity.

8. Horse, cow, sheep, hen, duck, studied as opportunity offers and as indicated in the course in Language.

9. Different nationalities in the school or in the neighborhood. Characteristics, occupations and manner of life of the different nationalities.

10. Mutual helpfulness in the home, in the school.

11. Arranging, labeling and preserving specimens; cultivating plants, etc.

## ARITHMETIC—

Teach inch, foot, square inch, square foot, pint, quart, gallon, cent, dime, dollar, day, week, etc., as measures. Introduce numbers, as measures. Estimate and measure distances, dimensions, growth of plants, areas, bulks (contents of vessels), etc. Use measurement in the study of objects, in language lessons and geography. Value of postage stamps, pencils, books, etc. Numbers by Grube method to 10, with constant application to things the measure of which is interesting to children.

## WRITING—

Words and sentences written in large letters on blackboards, slates and paper as needed. Much care to secure erect posture of pupils while writing. Drill on single letters or parts of letters when necessary.

## SINGING—

Kindergarten and action songs—especially those on local topics. Songs used in games. Opening songs, etc.

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**SECOND YEAR.**

## LANGUAGE—

Conversations continued. Reading from the Primer. "The Old Woman and Her Pig," and other "Classic Stories for the Little Ones," told, reproduced and read from the blackboards. Æsop's Fables. Copying. Dictation of easy sentences not in the reading lessons. Strict attention to capitals and punctuation marks in all school exercises. Studies of animals, plants, etc., made in geography lessons, as well as very simple

stories used in the basis of reading, dictation and composition exercises. Easy letter writing. Phonics as needed. Memory gems.

#### GEOGRAPHY—

1. Collect specimens, including soils, clay, volcanic cinders, coal cinders, crystals (as of olivine and calc-spar). Exchange specimens with other Hawaiian schools. Study cliffs and volcanic deposits of various kinds.

2. Study soils. Compare coal and volcanic cinders. Study decaying stones and decaying vegetation as sources of soil. Experiments in making crystals.

3. Map of the school grounds. Other lands of the neighborhood moulded and mapped. Actual measurements used to make maps.

4. Other officers of your island. Where does each live? What are his duties?

5. The slant of the sun's rays at noon observed many times during the year. Variations in the directions of sunrise and sunset.

6. Elevation and rain. Direction of the wind and rain. Temperature and rain. Rain and vegetation. Rain and surface features of the soil. Weather record.

7. Study objectively sugar cane, cotton, rice, banana, etc., planting and observing in growth as many as possible. Collect samples of the principal products. Collect samples of useful wood. Study the growing trees as far as possible.

8. Habits of doves, mynah birds, rice birds, etc., observed. Effects of these habits on vegetation.

9. How did the people of the different nationalities of your neighborhood come to be in the country. How do the different nationalities help one another?



10. Occupations of your neighborhood, and inter-relations of the people.

11. Arranging, labeling and preserving museum specimens, cultivating plants, etc.

#### ARITHMETIC—

Extend the use of measures already learned, including those of value. Teach in addition yard, rod, cubic inch, minute, hour. Estimate and measure areas, volumes, and bulks. Calculate areas from linear dimensions. Teach pupils the time of day by the clock. Number and measure in other studies. Numbers by the Grube method to 50, with constant applications practical to the child. Teach numbers expressed by two figures as tens and units.

#### WRITING—

Taught incidentally (not accidentally) in language work. Insist upon large, plain letters and correct positions. Use blackboards, slates, and paper and pencils.

#### SINGING—

Kindergarten songs, motion songs and game songs continued. Rote songs, selected for their connection with other lessons. Songs suitable for special occasions.

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### THIRD YEAR.

#### LANGUAGE—

First reader. Copying prose and poetry. Phonic drill as needed. Dictation of short easy stories. Reproduction of easy stories in writing. Letters. Written and oral exercises on matter of geography and arithmetic lessons. Ancient

Hawaiian historical legends before the time of Kahekili and Kalaniopuu. Memory gems.

#### GEOGRAPHY—

1. Collect and examine limestone, lime, mortar, cement, sandstone, tufa, sulphur, etc. Exchange specimens with other schools.

2. Making mortar, cement, etc. The making of sandstone and tufa.

3. Moulding and mapping your district; your island. Pictures of places on the Island which the children have not seen.

4. Districts of your island. Officers for each district. Officers for the whole island. Representatives and Senators.

5. The moon and its course through the heavens. The principal zodiacal constellations and their apparent motions.

6. Evaporation and condensation by experiments. Experiments on currents of air. Weather record.

7. Plant squash seeds. Study the growth of the vine, and especially the flowers and their relation to fruit. Papaw (papaia). In general study flowers more carefully than heretofore in their relation to fruit and seed.

8. Insects in their relation to plants. Their life histories.

9. How did the people of the different nationalities now in the Islands live in their native lands? Stories from parents and others.

10. Vessels coming to your landing. Their routes. What do they bring for you? What do you do in exchange?

11. Arranging, labeling and preserving specimens, cultivating plants, etc.

## ARITHMETIC—

Extend the use of measures already learned. Teach also mile, acre, cubic foot, month, year, pound, etc. Estimate distances in miles and fractions of a mile, and then measure by steps or otherwise. Measure off one acre. Estimate the number of acres in various tracts, the area of which the teacher can learn from old surveys or otherwise. Teach children how to calculate volumes from linear dimensions. Names and lengths of the months. Calendars on the blackboard. Weighing where possible, and estimating weights. Carefully teach the proper form for making out bills of goods. Use only articles the kind, measure and price of which are well known to the pupils, and use few items in each bill. Numbers by Grube method to 100. Teach numbers expressed by two figures as tens and units.

## WRITING—

Care that pupils sit in proper position and write all their exercises as well as they can. Insist upon large plain letters.

## SINGING—

Rote songs. Tonic Sol-Fa, first three steps.

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**FOURTH YEAR.**

## LANGUAGE—

Supplementary First Reader. Stories of Kalaniopuu, Kahakili, Kaiana, Kamehameha and others of this period. Robinson Crusoe. Letter writing. Dictation exercises such as those given in Giffin's "50 Suggestive Dictation Exercises." Composition in connection with lessons in geography and arithmetic. Phonic drill as needed. Memory Gems.

## GEOGRAPHY—

1. Add to collection quartz, marble, granite, etc., obtained from ballast dumps, by exchange or otherwise.

2. Mosses, ferns, grasses, lantana, etc., in relation to soil formation and the shaping of land. Fertilizing lands with streams of water. Wind and water in their effect upon the forms of land, seashore, etc.

3. Moulding and mapping all the Islands. Pictures of places on the Islands.

4. Principal officers of the Republic and their duties. Political boundaries.

5. The pole star and the principal polar constellations. Apparent motions of the latter.

6. Drift wood. Ocean currents at the Islands. Trade winds. Direction of winds and temperature. Whence do our cold and warm winds come, and what does this indicate regarding the climate north and south of us. Relation of heat to trade-winds, land-breezes, sea-breezes, etc.

7. Collect specimens of foreign woods. Examine the trees as they grow where possible. Distinguish between domestic and foreign woods. Collect specimens of foreign grains, nuts, fruits, fibers, etc. Plant wheat, oats, barley, flax, etc., and study them growing.

8. Migratory birds, such as the kolea, the ulili, the ake-keke and the curlew.

9. Descriptions of foreign lands by natives of those lands—parents or others. Pictures where possible.

10. Inter-Island commerce. Vessels coming to the Islands and what they carry each way. What do people in other lands do for you, and what do you do in return?

11. Arranging, labeling and preserving specimens, care of plants, etc.

## ARITHMETIC—

Arabic notation to three periods. Addition, subtraction, multiplication and division within this limit. Limit multipliers and divisors to two figures first half of year. Reduction of denominate numbers. Follow in general the plan laid down in "Grube's Method." Make out and foot up long bills. Continue and extend measurements. Use number in geography work.

## WRITING—

Care that pupils sit in proper positions and write all their exercises as well as they can. Insist upon large plain letters.

## SINGING—

Tonic Sol-Fa, third step. Same exercises in staff.

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**GRAMMAR SCHOOL COURSE.**


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**FIFTH YEAR.**

## LANGUAGE—

Second Reader. Stories of Capt. Cook, Vancouver, Drake, Columbus, Capt. John Smith and other discoverers and explorers of this country and America. Geo. Kaumualii and Kaiana abroad. Dictation exercises such as Giffin's "50 Suggestive Dictation Exercises." Composition. Memory gems. Current events.

## GEOGRAPHY—

Add to collection of minerals soils, etc., such interesting specimens as may be obtainable from Hawaii or from abroad.

Make a careful study of one stream, as large as convenient. Study carefully the slant of the sun's rays during May and June. Teach tropics and torrid and temperate zones in connection with the study of the sun's rays. Study the hibernation of plants as hinted by the falling of the leaves of such trees as the monkey pod. Study the buds and budding out of such trees after their hibernation as showing what takes place in the colder zones. Descriptions of countries found by the explorers and discoverers treated of. Climate of these countries. Condition of these countries at present. American Indians. Collect labels, etc. showing origin of useful articles of commerce. "Natural Elementary Geography" to page 22.

#### ARITHMETIC—

Simple common fractions, chiefly with small denominators. Simple examples in percentage considered as fractions. Numerical relations in geography. Numerical study of official reports. Measurements of boards of various shapes. Board measure. Denominate numbers involving fractions. Bills involving simple calculations in fractions. Business forms. Use Ficklin's "National Arithmetic" for examples.

#### WRITING—

Copy books with pens and ink. Much time and attention given to forming a good hand, as writing will be taught incidentally hereafter.

#### SINGING—

Tonic Sol-Fa, fourth step. Staff notation, third step. Much attention to good music learned by note.

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### SIXTH YEAR.

#### LANGUAGE—

Third Reader. Stories of Hawaiian life to 1839. Stories



of the settlement of America by white people. American pioneers and explorers, such as Daniel Boone, Kit Carson, Abraham Lincoln, General Fremont, and Marcus Whitman. Dictation. Composition. Memory gems. Current events.

#### GEOGRAPHY—

Australia and the Islands of the Pacific. "Natural Elementary Geography" to page 71. Geography of current events.

#### ARITHMETIC—

Decimal fractions and simple percentage. Easy examples in the first problem of simple interest. Keeping personal and cash accounts. Use Ficklin's National Arithmetic for examples.

#### PHYSIOLOGY—

Experiments on the properties and constituents of the air, with consequent lessons on ventilation. See Woodhull's "Simple Experiments for the Schoolroom."

#### SINGING—

Tonic Sol-Fa and staff notation, fourth step. Much attention to good music learned by note.

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### SEVENTH YEAR.

#### LANGUAGE—

Supplementary Third Reader. Swinton's New Language Lessons begun. Hawaiian historical stories to the present time. European and American historical stories and poems. Composition. Current events. Memory gems.

## GEOGRAPHY—

Natural Elementary Geography completed. Geography of currents events.

## ARITHMETIC—

Percentage and its applications to profit and loss, commercial discount and the first problem of simple interest. Keeping single entry daybook and ledger, involving calculations of interest and making out long bills. Adding long columns of figures.

## PHYSIOLOGY—

Smith's Elementary Physiology and Hygiene.

## PHYSICS—

Simple experiments without text-books. The teacher is referred to Woodhull's Simple Experiments for the School-room.

## SINGING—

Much attention to good music learned by note.

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**EIGHTH YEAR.**

## LANGUAGE—

Eggleston's Primary History of the United States. Swinton's New Language Lessons continued. Historical and other poems studied. Composition. Current events.

## ARITHMETIC—

Simple proportion, square root and its applications, mensuration, single-entry book-keeping, business forms, and general review.

## GEOGRAPHY—

Careful study of geography of current events. Routes of travel in general. The world's commerce.

## PHYSICS—

Experiments on forms and properties of matter, cohesion, adhesion, gravitation, heat, light, sound, etc., leading to explanations, of every day phenomena.

## SINGING—

Much attention to good music learned by note.

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Swinton's readers, Ficklin's National Arithmetic, Redway's Natural Elementary Geography, Smith's Elementary Physiology and Hygiene, Swinton's New Language Lessons, and Eggleston's Primary History of the United States are adopted text-books up to the end of the eighth year.

The following are recommended as especially valuable books for teachers. Alexander's History of the Hawaiian People, Fornander's Polynesian Race (Vol. II.), Jarves' History of the Sandwich Islands, Atkinson's Geography of the Hawaiian Islands, Farnham's Oswego Methods in Geography, Nichols's Topics in Geography, Payne's Nature Study, Jackman's Nature Study, Frye's Child and Nature, Page's Heart Culture, Giffin's 50 Suggestive Dictation Exercises, Woodhull's Simple Experiments for the Schoolroom, Shaw's Physics by

Experiment, Lovejoy's Nature in Verse, Parker's Talks on Teaching, Patridge's Quincy Methods, Parker's How to Study Geography, Parker's Talks on Pedagogics, McMurry's Special Methods, McMurry's General Method.



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